

CoP for Teachers who Work with Students with Complex Needs

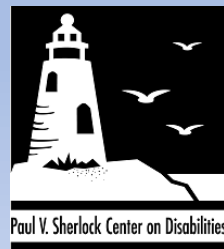
Focus Area: Calming and Movement Strategies

Wednesday, April 29, 2020

*Please note: this zoom is being recorded and posted to the SPECIAL Education Covid19 site on the RIDE website



RIDE Rhode Island
Department
of Education



Agenda

Welcome and Updates from RIDE

Sharing CoP resources from prior meetings

SEL: Resources on Calming

- What's working for you/your families— Breakout Rooms

SEL: Resources on Getting Students Moving

- What's working for you/your families—Breakout Rooms

Next Steps

Updates from RIDE




- Schools will continue distance learning through the end of the school year
- Plan for summer services to be done virtually because we may have some students participating in this way
- IEP Annual dates must be met; when they cannot occur, document
- IEPs do not need to be revised to reflect distant learning
- Communication is crucial in the evaluation and reevaluation process – All decisions should be made with the family.
- For more guidance from RIDE visit: [COVID-19 Special Education Resources](#)

Summary of Your Great Ideas

Community of Practice for Teachers of Students with Complex Needs Resources from April 29, 2020 meeting: Social Emotional Learning Supports

Calming Techniques and Resources



Name	Description/ website (All resources are Free)
Rhode Island Dept. of Education	COVID-19 Special Education Resources In an effort to share the best available information and answer questions about the delivery, management and administration of special education services, the RIDE IDEA Team created a Special Education COVID19 section of the web site. This section is updated regularly and includes a wide range of information and links to both RI based and national resources.
Social Stories about Covid-19	https://canlcraysocialstories.com/wp-content/uploads/2020/03/Pandemics-and-the-Coronavirus.pdf https://www.flipnack.com/KeshetChicago/coronavirus-social-story/full-view.html https://theautismeducator.ie/wp-content/uploads/2020/03/The-Corona-Virus-Free-Printable-Updated-2-The-Autism-Educator-3-1.pdf
Visuals for Calming Breathing Techniques	Free color  for each technique https://store.cooperkidsforkids.com/products/deep-breathing-primables
The National Center for Pyramid Model Innovations (NCPMI)	https://challengingbehavior.cbcs.uiowa.edu/emergency/index.html NCPMI is funded by the Office of Special Education Programs to improve and support the capacity of state systems and local programs to implement an early childhood multi-tiered system of support to improve the social, emotional, and behavioral outcomes of young children with, and at risk for, developmental disabilities or delays. The resource library has many downloadable scripted stories, one page info graphs for families, videos to support the social and emotional help of children and families. Most of the resources are available in English and Spanish.
Example of free book from NCPMI	https://challengingbehavior.cbcs.uiowa.edu/docs/TuckerTurtle_Story_Home.pdf English and Spanish versions A scripted story to assist with teaching the relaxation "Turtle Technique"
Reducing Stress: Transition Warnings	https://cdn.vanderbilt.edu/vu-web/lab-wpcontent/uploads/96/2020/02/20211555/Transition-Warnings.pdf Strategies and ideas to develop "Transition warnings", which are ways to let your child know when an activity is about to end and a new activity is about to begin. Providing transition warnings can prevent challenging behavior by creating a more predictable environment for your child.
Resources from Kansas Dept. of Education	https://sites.google.com/view/distance-learning-special-ed/home/online-resources/social-emotional-resources?authuser=0 Resources on this page are provided by educators and families from around the world. We are collaborating to support the needs of students with significant disabilities during the COVID 19 pandemic. These materials are open source and may be adapted to fit your child or student's need.

Community of Practice for Teachers of Students with Complex Needs Resources from April 17, 2020 meeting

Resources for Making Captured Lessons

Name	Description/ website	Cost
ScreenCam	Free screen recorder for Chrome	Free
Zoom (Real-time and Recorded)	Online learning/meeting platform Can record a meeting/lesson that can be shared with students.	Free and \$ for expanded version

Supports for Lesson Content

Name	Description/ website
RIDE website	Includes a list of RI specific resources, ideas generated by RI teachers, as well as a comprehensive list of resources available on education websites, national agencies, and commercial products offering free memberships to support distance learning. https://www.ride.ri.gov/StudentsFamilies/SpecialEducation/COVID-19SpecialEducationResources.aspx#43531896-special-education-procedures
Template for IEP skill practice for students at home	A template to share with parents that describes how their child's IEP goals can be practices in everyday home routines. https://docs.google.com/document/d/1-0u2amT1Kp-k3m30MkKq7HvwUD615AymU4G3pCHuwp/edit?usp=sharing
Resources for children who are Deaf or Deaf-blind	Virtual lessons (free) through APH 2pm daily: https://www.aph.org/join-virtual-lessons-for-at-home-education/ Assistance & Virtual lessons: BOOKS: Stream Audio Described & Captioned Movies, Shows and Educational Videos; Braille; Technology; O&M and Virtual O&M; Independent Living Skills & Transition; Online Games; Exercise https://docs.google.com/document/u/1/d/1mz2dfhexcaFEBNlUg36WjkyMP3E9G6es05aPHGkdp0cm/sb/relax
Cortical Visual Impairment Adapted videos	 https://www.youtube.com/channel/UC-u2A6w-Lx6-N_71uCX0LA
Virtual job exploration	Lesson 3: Take Action https://explore-work.com/
Virtual Math Resources	 https://www.didax.com/math/virtual-manipulatives.html
Virtual field trips	Watch captured or live experiences at the Zoo, the Panda-cam, an aquarium, the Farm and 25 other interesting "field trips"



Calming and Stress-Reducing Ideas



Free Books on Keeping Positive



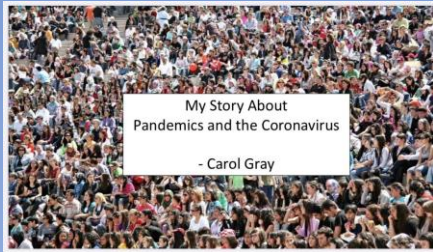
Available in English



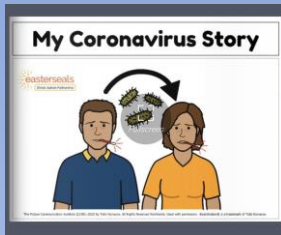
Available in Spanish

<https://challengingbehavior.cbcs.usf.edu/emergency/index.html>

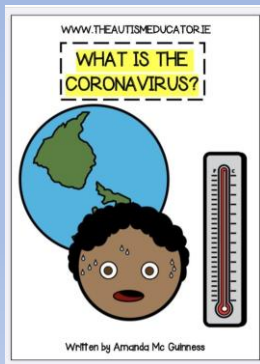
Social Stories about COVID 19



[My Story About the Coronavirus - Carol Gray](#)





[My Coronavirus Story](#)



[What is the Coronavirus?](#)






Reducing Stress: Transition Warnings



<https://cdn.vanderbilt.edu/vu-web/lab-wpcontent/sites/96/2020/02/20211555/Transition-Warnings.pdf>

**Prevent Strategy
Transition Warnings**

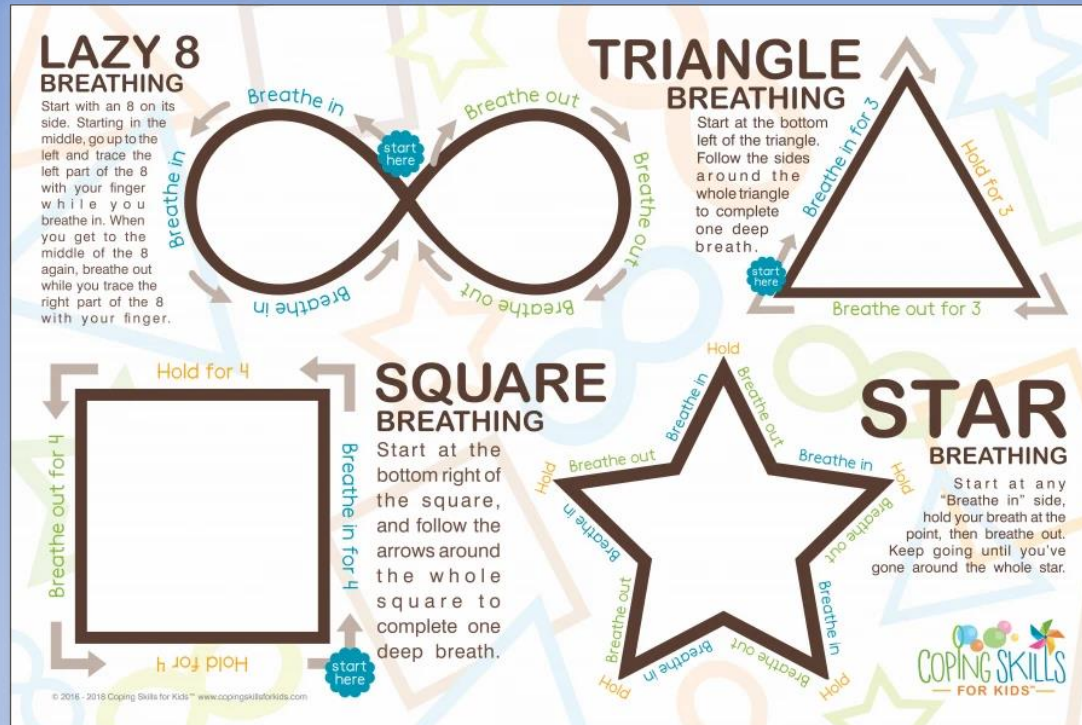
Transition warnings let your child know when an activity is about to end and a new activity is about to begin. Providing transition warnings can prevent challenging behavior by creating a more predictable environment for your child.

Types of Transition Warnings

A verbal warning about how much time is left before the activity ends and/or a new activity begins.		"One more minute and then blocks are all done."
Familiar song used during each transition, such as a <u>clean up song</u> .		" <u>Clean up, clean up, everybody, everywhere...</u> "
Use a visual such as a <u>first-then board</u> or your child's visual schedule.		"First bath, and then watch a movie."
Use a timer to let your child know how much time is left before the activity ends.		"When the timer goes off, it will be time to get dressed."
For older children (who understand time), ask how much more time they need before transitioning. You can provide choices to ensure the time is reasonable.		"How much longer do you think you should have on the iPad? Five minutes or 10 minutes?"

**For more information on using other prevent strategies, click [here](#).**

Visuals for Calming Breathing Techniques



[Free color printable sheets for each technique](#)



Relaxation Exercises

The ECMHC team has recorded a series of relaxation exercises in English and Spanish. These exercises have been designed for use by families and Early Head Start and Head Start staff to help you reduce your stress.





Our hope is that after listening to one or more of these recordings, families and staff will return to their daily activities feeling refreshed and re-energized. Enjoy!



English

-  **Listen** Introduction
-  **Listen** Relaxation method 1: Deep Breathing
-  **Listen** Relaxation method 2: Using Muscular Tension and Relaxation
-  **Listen** Relaxation method 3: My Private Place

Spanish

-  **Listen** Introduction (Spanish)
-  **Listen** Relaxation method 1: Deep Breathing (Spanish)
-  **Listen** Relaxation method 2: Using Muscular Tension and Relaxation (Spanish, Part 1)
-  **Listen** Relaxation method 2: Using Muscular Tension and Relaxation (Spanish, Part 2)

https://www.ecmhc.org/relaxation_exercises.html

Chair Yoga and Other Exercises

1. Seated mountain pose



- Sit in a study chair with your feet flat on the ground
- Sit with your back and head up nice and tall
- Relax your hands
- Hold for 3 breaths...in.....out.....in.....out.....in.....out

https://youtu.be/DEQSO0_QNg

Kid - Friendly **YOGA** for a Healthier Generation

Yoga Poses for kids

Each pose is explained with step by step pictures to ensure proper positioning for safety.



Mountain Pose



Chair Pose



Crescent Moon Pose



Tree Pose



Child's Pose



Downward Facing Dog Pose



Happy Baby Pose



Butterfly Pose



Rag Doll Pose



Corpse Pose

Yoga 4 Classrooms

About Yoga 4 Classrooms®

Simple, Affordable, Sustainable



What We Do

Yoga 4 Classrooms is an evidence-based yoga and mindfulness program for school that promotes social, emotional and physical wellness, learning readiness and positive school climate. By providing training and resources to support sustainable, school implementation, we empower schools to meet improvement goals while preparing students for a lifetime of success.

<http://www.yoga4classrooms.com>

Teaching Mindfulness

Lesson 1: Introduction to Mindfulness

- A. Watch video on Mindfulness
([http://www.youtube.com/watch/?v=iBpEYa74w2Y](http://www.youtube.com/watch?v=iBpEYa74w2Y))

- A. Watch a guided meditation on YouTube.

www.youtube.com/watch?v=dEzbdLn2bJ





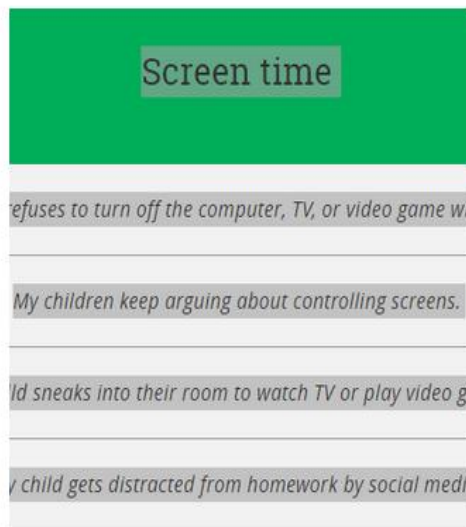
Books about Thinking Before Acting

- Available in English
Available in Spanish
- [https://challengingbehavior.cbcs.usf.edu/docs/TuckerTurtle Story Home.pdf](https://challengingbehavior.cbcs.usf.edu/docs/TuckerTurtle%20Story%20Home.pdf)





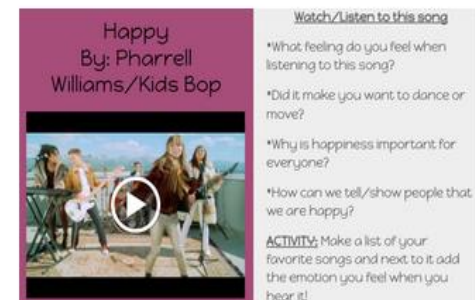
Social Emotional Resources



Parenting Cue Cards



Social Emotional Read Aloud & Activities 1



Social Emotional Read Aloud & Activities 2

- <https://sites.google.com/view/distance-learning-specialied/home/online-resources/social-emotional-resources?authuser=0>

Social Emotional Read Alouds

1

More Ideas for Social Emotional Learning at Home TK-2nd!

2

Activity 1

3

Stick and Stone By Beth Ferry and Tom Lichtenheld

4

Activity 2

5

Stick and Stone By Beth Ferry and Tom Lichtenheld

6


Activity 3

Before you watch:
Predict what you think it will be about.

After you watch:
Why did Stick and Stone become friends?
What does it mean to stick up for someone?
What kind of friend is pinecone?
What does the phrase "Stick, Stone. A perfect 10," mean?

ACTIVITY: Draw a picture of yourself helping a friend.

Stick and Stone
By: Beth Ferry and Tom Lichtenheld























https://docs.google.com/presentation/d/1BALGReH9Yks-AgHTJ_sdLJfS2YnGk-wFxf297iZYFaQ/edit#slide=id.g81a5136c89_0_7

The Incredible 5-point scale

www.5pointscale.com

5	I AM GOING TO EXPLODE!!!
4	I AM GETTING ANGRY
3	I AM A LITTLE NERVOUS
2	FEELING OK
1	CALM AND RELAXED

5 Point Scale Adapted

5	What it feels like	What it looks like	What can I do about it?
	 Feels like Bomb . I can't seem to control my angry feelings. I need help.	 * Shouting * Crying * Throwing Things * Banging Things	 1. I can leave the room to an agreed safe space to calm down. 2. I can go for a walk
4	  Feels like Red . Everything seems to be going wrong.	 * Head feels like it's overheating * Start to say mean or hurtful things * Some crying * Take things away from people * Banging on things	 1. I can go for a walk 2. I can hold my angry bear or squeeze my stress ball 3. I can bring out my calm box and do some fine motor activities
3	  Feels like Chuck . I might accidentally say or do something I didn't mean to.	 <u>Anxious/Worried</u> * Don't want to talk about it * A little scared * Tummy starts to hurt * Repeating Words	 1. Take a movement break Deep breathing 2. I can have a drink of water 3. Playing with a favourite toy/reading a book
2	  Feels like Matilda . You are finding things a little hard.	 <u>Might be hard for me</u> but * I will try to do it * I will let my teachers help me * I will listen	 Self talk, Reassure myself that I can do it! Remind myself about my tokens and the rewards I will get
1	  Feels like Stella . Optimistic and Bright. I'm good at this!	 * Happy * Calm * Peaceful * Interested in something	 Stay happy!

5	<u>Out of Control</u> The Hulk	
	I feel like I am about to explode! I feel completely overwhelmed and may become unsafe.	
4	<u>Starting to Lose It</u> The Thing	
	I'm getting very angry and I may start to say things I don't mean.	
3	<u>Anxious/Worried/Excited</u> The Flash	
	I feel like I need to run away as fast as I possibly can.	
2	<u>I Think I Can Handle It</u> Spiderman	
	I am going to push myself to try my very best even if it is hard. I will feel proud when I get through it.	
1	<u>Just Right</u> Superman	
	Nothing can bring me down! I am a man of steel and feel on top of the world!	

You can adapt the the 5 point scale to meet the interest levels of children and incorporate strategies for each stage. This is easy to do in a table format and just insert the pictures of interest

Zones of Regulation

What zone am I in?

REST AREA GO SLOW STOP

sad 	tired 	calm 	ready to learn 	silly or wiggly 	frustrated 	mad 	angry
sick 	bored 	happy 	okay 	hyper 	upset 	yelling 	hitting

Use tools to get in the green zone.

drink water 	count to 10 	take deep breaths 	tense and release 	do wall push ups 	use fidgets 	draw 	write 	talk to an adult
ask to take a break 	self talk 	ask to take a walk 	voiceno breaths 	do stretches 	listen to music 	lift something heavy 	ask to eat a snack 	think calm pace

What Zone Are You In?

Blue	Green	Yellow	Red
Sick Sad Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Mean Yelling/Hitting Disgusted Out of Control

Zones of Regulation

Can also be adapted to include self regulation choices

Zones of Self-Regulation

Sadness	Joy	Fear	Anger
Sad Tired Sick Bored	Happy Focused Content Ready to Learn	Scared Worried Hyper Losing control	Anger Rage Explosive behavior Devastation

Tools to get back to the GREEN zone:

Color	Drink Water	Read a Book	Listen to Music
Count	Eat a Snack	Mindful Breath	Stretch

Sensory Diet Tools for Calming and Arousal

Tools for the Body

- heavy lifting
- structured movement

Tools for the Ears

- Quiet music
- single voice giving directions

Tools for the Eyes

- lights off
- Structured visual supports

Tools for the Hands

Beads in silly putty
handheld instruments

[Full list of activities here](#)

Helping Students Understand Their Emotions

nervous



unsure



I don't understand



frustrated



I feel...



Social Emotional Learning Apps and Online Programs

Social Express



Conversation supports and other topics

RippleEffects



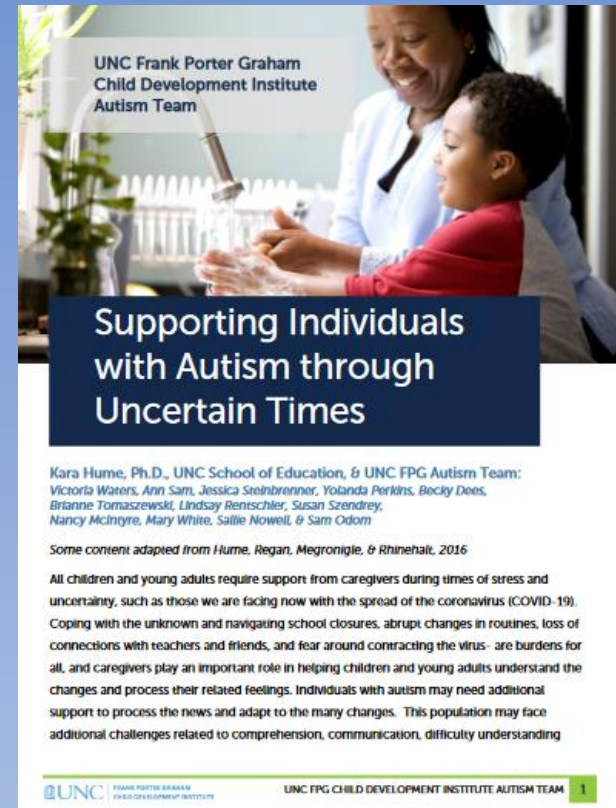
Bullying

ZooU



Cooperation
Emotion regulation
Empathy
Impulse control
Social initiation

Strategies to Support Students with Autism



- <https://afirm.fpg.unc.edu/supporting-individuals-autism-through-uncertain-times>



Break Out Rooms

- In your breakout room, you will have time to discuss calming/stress reducing activities that students can do at home.
- Decide who will be your “reporter” when we come back as full group.

Break Out Room Reflection

During your discussion, were there ideas that you hadn't considered?





Ideas for Getting Students Moving

Exercise at Home

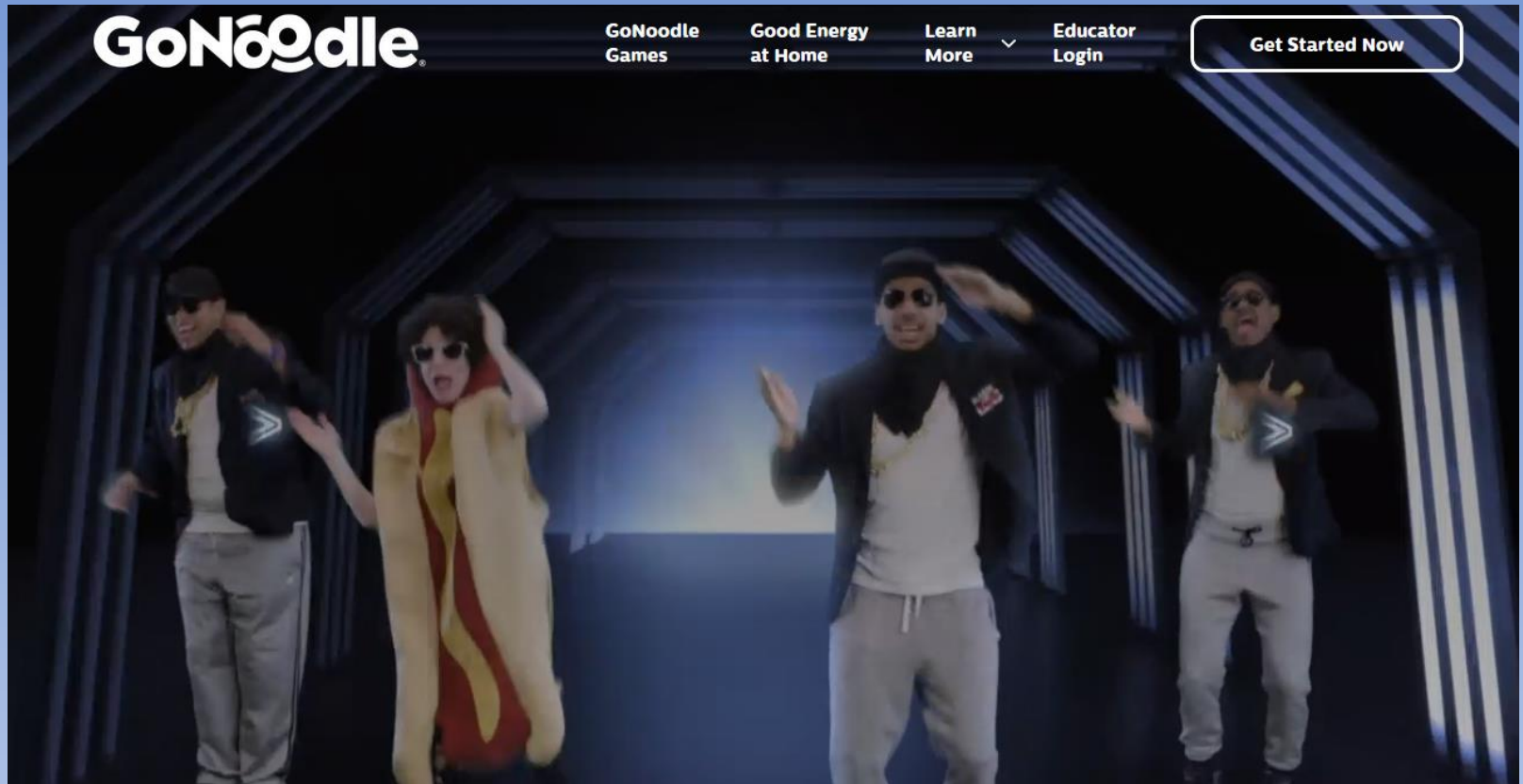
Free Virtual Exercise Class: Check out the link from Perkins Learning to find the Eyes Free website, app and YouTube Channel. Some workouts are free:

- <https://www.perkinselearning.org/technology/blog/eyes-free-fitness-described-workouts-blind-and-visually-impaired>

Identify bird sounds during a walk or hike:

- <https://www.audubon.org/news/how-start-identifying-birds-their-songs-and-calls>

GoNoodle



<https://www.gonoodle.com>



Afternoon Dance Party

Idea by Tracey Belliveau

- Schedule an afternoon dance party via Google Meet or Zoom.
- Communication: Students send in their music choices ahead of time.
- Movement: Students can dance, make up dance moves, and use up their energy.

Photo from NY Times



Break Out Room Discussion

What strategies are you using to increase student movement at home?

Break Out Room Reflection



What were the new strategies that you learned during your discussion?

Questions?



Next Steps

Schedule for upcoming meetings:

- Preparing for summer fun: Part One - Week of May 11th
- Preparing for summer fun: Part Two - Week of May 25th

Thank you!

Carlin Danner, RIDE

Heather Heineke, RIDE

Sue Dell, Sherlock Center

Amy Grattan, Sherlock Center

Wendy Mainella, Jamestown Public Schools